



Written component

GENERAL COMMENTS

Most students understood the requirements of the written examination and were well prepared. Some sections of the paper required a response in English and others a response in Spanish. It is very important for students to answer in the correct language, as responses in the wrong language are considered incorrect and are not awarded any marks. Students should read the tasks carefully, follow instructions carefully and make use of the time and space provided for taking notes.

It is recommended that teachers make students aware of the following information.

- Students should attempt all questions.
- Responses in the wrong language will receive no credit.
- No credit will be given for notes or drafts. Marks will be awarded only for answers given in the space provided on the examination paper.
- The meaning of the response should be conveyed accurately for marks to be awarded.
- In Section 3 – Writing in Spanish, students should comply with the word limit specified.
- Not all questions based on a text require factual answers; some are higher-order thinking questions and require analysis, so that students can demonstrate that they understood the text at a deeper level.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

In this section, most students answered the questions correctly. The questions were based on the information heard on the recordings. Students are advised to listen carefully and to take notes during both readings of the text, as this will assist them in completing their answers.

Text 1

The first text consisted of an advertisement for a course on laughter therapy. The announcement promoted the benefits of laughter and requirements and course dates. The answers to the questions were as follows.

Question 1a.

It is good to laugh because it:

- increases self-esteem
- increases self confidence
- increases intellectual performance
- helps to lower blood pressure
- helps us to feel better and to see things more clearly.

Question 1b.

The course is delivered face to face.

Question 1c.

Course requirements: attend all meetings and to be 14 years old or older

Course start date: the second of December

Text 2

The second text consisted of a telephone call. Cristina called the police due to an unusual burglary.

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Question 2a.

Cristina has been away from home for more than seven hours.

Question 2b.

Cristina takes so long to get home from work because she:

- lives far away
- travels by train and takes a long time to get home.

Question 2c.

The things that scare Cristina are:

- she does not know the man
- all of her jewellery and money have disappeared
- the man has a gun.

Question 2d.

Other reasons why the situation is strange include:

- there are potatoes, meat and wine by his side
- he must have eaten Cristina's dinner/meal
- he is asleep.

Part B – Answer in Spanish

Text 3

This text consisted of an interview with an expert professor about the future of printed books.

Question 3a.

Professor Díaz Garrido thinks that:

- people will continue to purchase and read printed books or give them as gifts
- although some printed books will disappear, most books will remain
- people will continue to borrow printed books from libraries.

Question 3b.

Advantages of paper books	Advantages of digital books
<ul style="list-style-type: none">• you can read them anywhere• paper books have no advertisements• they are easy to carry• you can collect and treasure them	<ul style="list-style-type: none">• you can read them online• they are cheaper• they have updated information• they are ecologically friendly

Question 3c.

Printed books that are likely to disappear include:

- encyclopaedias
- dictionaries
- telephone directories
- history books
- recipe books.

Question 3d.

- people will borrow books from the library
- people will buy books for personal use
- people will find books on the Internet first, then borrow or buy them

Section 2 – Reading and responding

Part A – Answer in English

Text 4

This text consisted of a piece of writing related to the traditional *piñata*.

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Question 4a.

The author spent his childhood in Mexico.

Question 4b.

Las Posadas is celebrated in December.

Question 4c.

The *piñata* became part of a religious tradition in Spain, Europe or Italy (any one was correct).

Question 4d.

To make a *piñata*, you will need (three of):

- paste, flour and glue
- newspaper/coloured paper
- a clay or terracotta pot
- a rope
- paint
- sweets/lollies or candies
- fruits.

Question 4e.

Piñatas can be made in the shape of:

- stars
- clowns
- boats
- fruit.

Question 4f.

Marco Polo brought the *piñata* from China to Italy.

Question 4g.

	Mexican piñata	European piñata
Filling of the <i>piñata</i>	fruits	sweets
Time of the celebration	9 days before Christmas	<ul style="list-style-type: none"> • first Sunday of Lent • first Sunday of a religious holiday called <i>Cuaresma</i>

Question 4h.

Virtue	Aspect of the piñata ceremony that reflects this virtue
1 Faith/belief	The person assigned to break the piñata is blindfolded, and tries to hit the piñata without any help except the voices around him.
2 Hope	you look at the sky and wish/hope to get a present
3 Charity	you share the presents

Part B – Answer in Spanish

Text 5

This text consisted of an adapted version of a short story by Jorge Luis Borges, *El cautivo*.

Question 5a.

The man had spent a long time living in the desert and his life among Indigenous people showed in his physical appearance.



Question 5b.

The man ran into the house through several rooms and he knew where the kitchen was because he went straight to the chimney where his knife was hidden.

Question 5c.

The author wonders:

- whether the man recognised his parents and his original surroundings
- what the man felt in that dizzy instance when past and present collided
- if the lost son was 'reborn' and died in that moment of ecstasy
- about the man's feelings and the possible reasons why the man left and faced his destiny in another place.

Section 3 – Writing in Spanish

In preparing for this section, students are encouraged to practise different kinds of writing (informative, persuasive, evaluative, personal and imaginative) and the conventions that correspond to each text type. Students would benefit from practising the different text types and revising verbs and tenses.

Many of the written pieces complied with the requirements of the task and were excellent. Some, however, lacked structure, content and appropriate use of grammatical structures. It is recommended that students practise writing in different text types throughout the year. Reading texts in Spanish is also a very effective method of improving one's written expression. Some examples are short stories, novels, articles and magazines.

Question 6

Students were required to write a personal email to a friend, reflecting on how they adapted to living in a Spanish-speaking country while on exchange. They needed to discuss the experiences they enjoyed most and what presented the greatest challenges for them.

Question 7

Students were required to write a formal letter to the school authorities persuading them to allow them and their classmates to attend the end-of-year school dance.

Question 8

Students were required to write the script of an informative speech to be given to Year 11 students about the issue of doing part-time work in the final year of school.

Question 9

Students were required to write an evaluative article for a youth magazine on the advantages and disadvantages of leaving home at a young age.

Question 10

A small number of students chose Question 10. This task consisted of an imaginative piece of writing inspired by the picture provided. Some students, however, developed a piece of personal writing, such as an individual anecdote. Students must pay attention to the requirements of the written task and observe the appropriate writing style.

The following is an excellent example of an imaginative piece.

El silencio y la culpa

Era un cuarto frío, muy bien iluminado. El frío se resaltaba por el color blanco de todos los contenidos del cuarto. Adriana había estado esperando en un asiento por un poco más de diez minutos, esperando a que regresara la asistente del laboratorio. Habían pasado dos semanas que el padre de Adriana había muerto, pero una infancia de maltrato y problemas familiares le habían robado de todo sentimiento afectivo hace él. Además de cantidades inmensa de dinero, recibió un mensaje de su empresa, 'Laboratorios Sandoval' que pedía que Adriana visitara al laboratorio principal para un 'asunto urgente'.

El corazón le latía fuertemente, pues en una conversación que tuvo con la secretaria se enteró de lo inimaginable.

En su juventud había escuchado varios rumores sobre los proyectos poco éticos de su padre, y no los había considerado. Su padre había producido un 'reemplazo genético' de Adriana, es decir, un clon que en una emergencia proporcionaría órganos

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esenciales compatibles con Adriana. Este proyecto era el único de su tipo, y por un momento Adriana pensó que de alguna manera extraña, su padre la amaba y ese gesto, aunque repugnante y enfermizo, fue el único gesto de cariño en una larga y triste infancia.

Al regresar la secretaria, dirigió a Adriana a través de un largo pasadizo hasta llegar a una puerta cerrada electrónicamente.

Mientras la secretaria introducía la contraseña, Adriana se sentía robada de su identidad, pero todo cambió al entrar. Ahí estaba, idéntica a ella, y de pronto Adriana se sintió culpable. Intento hablar, pero la mujer la silenció poniendo su dedo índice frente a sus labios y dijo; ' cuando hablar es difícil, es mejor el silencio' Por las noches Adriana todavía piensa sobre ese encuentro, y sobre como no había manera de justificar lo que se hizo para su bienestar. Se le ocurrió después, que era ella misma la cual le había robado la identidad a esa mujer.